

TEACHING SPEAKING BY USING SNAKE AND LADDER GAME

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Abstract: The purpose of this research is to find out the effectiveness, the strengths, and the weaknesses of the snake and ladder game in teaching speaking to the seventh grade students of SMPN 4 Ketapang in academic year 2013/2014. This research was conducted as a pre experimental research with the one group pretest-posttest. The sample of this research were class VII C which consists of 24 students. The data were collected through pretest and posttest of students' speaking performance and were analyzed by using Effect Size (ES) formula. The result of mean score of the students in pretest before treatment is 51.33 and the students mean score of posttest after treatment is 74.53. The finding shows that the effect of treatment is 1.49 (>1.00) or categorized as strong effect. It indicates that the use of snake and ladder game is effective in teaching speaking.

Keywords: Teaching, Speaking, snake and ladder game

Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan, kelebihan, dan kekurangan penggunaan permainan ular tangga dalam pengajaran berbicara terhadap siswa kelas VII SMPN 4 Ketapang tahun ajaran 2013/2014. Penelitian ini dilakukan dengan menggunakan metode pre eksperimen dengan desain pretest dan posttest. Sampel penelitian ini adalah siswa- siswa dari kelas VII C. Data penelitian dikumpulkan melalui pretest dan posttest dengan menggunakan performa berbicara siswa dan data tersebut dianalisa dengan menggunakan rumus ES (Tingkat Efektifitas). Hasil dari nilai rata – rata pretest sebelum pengujian adalah 51,33 dan nilai rata- rata siswa setelah pengujian adalah 74,53. Hasil penelitian menunjukkan bahwa efek dari permainan snake and ladder adalah 1.49 (>1.00) atau dikategorikan memiliki efek yang kuat. Hal ini menandakan bahwa penggunaan permainan ular tangga efektif dalam pengajaran berbicara.

Kata kunci : Pengajaran, Berbicara, Permainan ular tangga

Speaking is very important in communication. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The advantage of speaking is in terms of expressing ideas from

one person to the others in from of meaning and value by signaling with linguistics competence. This is important, if someone wants to interrelate with others in order to maintain social relationship, to persuade others in order to do something, and to ensure others about our ideas, feelings, thought to be appreciated in social life. Therefore, speaking is a direct route from one mind to another and is the best way to ask a question or give an explanation (Turk, 2003; p.194). In general, speaking consists of five elements they are sender (speaker), receipt (listener), message, channel, and responses.

In junior high school, speaking is one of the skills that must be learnt and need to be practiced by students. Based on the syllabus of KTSP (*School-Based Curriculum*), the purpose of teaching speaking in the classroom is that the students are expected to be able to share their ideas orally. The ability of speaking is important in order to fulfill the standard competences and basic competences in learning English as subjects on school. Based on the standard competences and basic competences in junior high school, there two types of speaking text that will be taught to the students they are transactional and interpersonal text.

Here, the writer encountered in reality that students ability in speaking English is very low. Based on the information gathered from the students and the teachers, the student seemed to be reluctant on doing speaking activities. They remained passive, they chose to be silent even they tried to avoid the activity by saying straightforwardly they did not want to do the activity. They also did not understand what the speakers were trying to say. Further, they had no interest in learning English because of the technique used by the teacher is less attractive for the students. So they got bored during the speaking class.

Besides some English teachers teaches speaking by explaining and modeling. For example, after teacher had given the material he gave a model and asks students to repeat him. He assumed that giving a model is the appropriate way to improve students' competence. This phenomenon happened in SMPN 4 Ketapang. It makes most of the students think that English is a hard subject. So the teacher should be creative in creating the effective technique in teaching because the class will be effective when the teacher teaches English as a fun subject to be learnt. It aims to shape the students impression in learning. By giving them a good impression, they will think that English is fun.

Today, some other English teachers in other places have begun to improve their speaking teaching technique that are claimed to be such effective as by using games, singing a song, and listening to the stories (Anugrahwati cited in Ferawati, 2009:2)

Teaching speaking by applying game has proved be able to improve student's ability in mastering teaching material, acceptance rate of learning models that are not purely learned in the classroom and make the students enjoy in learning and create fun situation. Bekoff cited in Ferawati (2009) believes that play creates a brain that has greater behavioral flexibility and improved potential for learning including hard thing like speaking; it's about more connectedness throughout the brain. Playing and fun is recommended to the teacher to be adapted to students' brain maximally.

Ellis in Branden (2006) stated task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate prepositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

There are several definitions of game. According to Kim (1995). “ a game is a concrete operation through which a student can experience a new concept before he can recognize it formally”. Moreover, Erzoz (2000) says that game is an activity in which the interaction existed among the contestants with certain rules to gain a special objective. Meanwhile, Wright (1984) says that game is kind of activity under a certain rules to reach a certain goal with the element of fun.

Silvers (1982) cited in Uberman (1998) says many teachers are enthusiastic about using games as “ a teaching device”, yet they often perceive games as mere times-fillers. He also claims that many teachers often over look the fact that in relaxed atmosphere, real learning takes places, and the students can use the language they have been exposed to and have practiced earlier. However, while discussing game, appropriacy is need to be considered. They must be suitable with the students’ level or age, or to the material that is to be introduced or practiced.

According to Wright(1984), “games help the teacher to create contexts in which the language is useful and meaningful”. Furthermore, Erzoz (2000) says that games are highly motivating since they are amusing and at the same time challenging. In addition, as well as Wright, Erzoz also says that the game encourage and increase cooperation.

There are actually a lot of strategies and techniques that can be applied in teaching speaking. One of the techniques which is appropriate to apply to help students build up the students’ speaking ability is applying Snake and Ladder Game. Snake and ladder game is a game that uses a board game and a dice. The board consists of twenty command squares and must be played by more than one players. In this case, each square contains the command that has been modified to describe anything, person, place or activity. Practically in applying this technique, the students are demanded to be active in the class because they are the center of teaching learning process.

Snake and ladder is a kind of educational game that purpose on exercising students rapidity in speaking. This game requires some kind of tool among others board, snake and ladder are equipped image paper, and dice. Teacher can make the dice by herself in English number (Mujib and Rahmawati: 2011).

Basically, the size of the grid (most commonly 8x8, 10x10 or 12x12) varies from board to board, as do exact arrangement of the snakes and the ladders, both of these may affect the duration of game play. In this research, the researcher modifies

the game. The researcher still uses the original snake and ladder but for each number has a question which must be answered by the students.

The writer conducted this research on the seventh grade students of SMPN 4 Ketapang to see the effectiveness of this technique in teaching speaking and to describe the strengths and weaknesses of using Snake and Ladder in teaching learning process. The writer applied the snake and ladder by putting a question related to the material in a thick of paper. It makes the students speak and be active in the class by answering the question.

In conducting the research, before the snake and ladder was applied the writer gave the pretest to the students. After that the writer as the teacher gave the material and did teaching and learning process as usual in the classroom. After explaining the material, the writer divided the students into four groups and applied the snake and ladder game. After the snake and ladder game finished, the writer gave the students posttest.

METHOD

In conducting the research, the researcher employed pre-experimental research as the method of the research. As Creswell in Sugiyono (2011) states *“experimental research seeks to determine if a specific treatment influence an outcome in a study. This impact is assessed by providing a specific treatment to one group and withholding it from another group and the determining how both groups score on an outcome.”*

There are two kinds of tests, the pre-test and post-test. According to Hatch and Lazaraton (1991), the pre-test and post-test design is used for one group. The learners are given pre-test on the first day and post-test after the treatment.

Louis, Manion and Morrison (2000) describe the pre-experimental as follows:

O1	X	O2
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Note:

O1 = pre-test

X = treatment

O2 = post-test

The students' speaking ability can be seen by analyzing and comparing the result of the pre-test and post-test. According to Sugiyono (2011:119), *“populasi adalah wilayah generalisasi yang terdiri atas: obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya”*. “Population is generalization's area consists of: object / subject which has certain characteristic and quality be decided by the researcher to be learnt and then found the conclusion”. Based on that, the population of the research is seventh grade students of SMPN 04 Ketapang. The amount of the students is described as follows:

Table 1
Population of the research

Class	Number of Students
VII A	23 Students
VII B	23 Students
VII C	21 Students
VII D	23 Students
VII E	23 Students
Total	113 Students

Sugiyono (2011:120) *states " sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut". " sample is part of the number and characteristic of population".* Arikunto (2002: 112) argues if the subject are less than 100, it is better to take all of the sample, if the research subject larger, it is better to take the sample between 10-15% or 20-25% or more. The sample is a cluster random sampling. The cluster is selected at random out of two classes. The selected sample is VII C of SMPN 04 Ketapang. This sample consists of 21 students.

Table 2
Profile of Scoring

Scores	Accuracy	Fluency	Comprehensibility
1	Speaker makes many errors in language use	Speaker hesitates frequently and struggles with pronunciation and intonation	Listener understands little what the speaker are trying to communicate
2	Speaker has some problems with language usage	Speaker has some problems with hesitation, pronunciation, and/or intonation.	Listener understands less than half of what the speaker are trying to communicate.
3	Speaker usually uses language correctly, including grammar, spelling and word order.	Speaker has few problems with hesitation, pronunciation, and/or intonation.	Listener understands most of what the speakers are trying to communicate.

4	Speaker uses language correctly, including grammar, spelling and word order.	Speaker speaks clearly without hesitation, pronunciation, intonation sound natural.	Listener understands all of what the speakers are trying to communicate.
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Cited in Ferawati (2009) Modified from Anonymous

<http://www.swarthmore.edu/SocSci/Education/Portofolios/efeltma1/dialoguerubric.htm>

Data analysis is used in order to conclude whether the Snake and Ladder game is effective or not in teaching speaking to the seventh class C of SMPN 4 Ketapang. To find out the effect size of the result, the writer administered pre-test, treatment, and pre-test. In the pre test, the writer administered the same item in the post-test. Yet, the treatments had not been given to the students. After giving the pre-test, the writer gave two treatments to the students. After having the two treatments, the writer administered the post-test to see the effect size of the treatments that has been given. There are three components of speaking be scored by the writer; accuracy, fluency, and comprehensibility. The writer analyzed the score of pre-test and post-test.

To determine the effect size of the treatment, the score is quantified by using following formula:

$$t = \frac{MD}{\sqrt{\sum d^2 - \frac{(\sum d)^2}{n}}}$$

Arikunto, 2002: 275-277

Note:

t = the obtained for correlated sample

MD = the mean of difference

$\sum d$ = the sum of difference students' scores between pre-test and post-test

$\sum d^2$ = the sum of difference students' score between pre-test and post-test

N = the number of students

“MD” of the above formula was computed by following formula

$$MD = Me_2 - Me_1$$

$$Me = \frac{\sum x_1}{n}$$

Note:

Me = mean (the average score)

$\sum X_1$ = the students' score

N = the number of students

(Sugiyono, 2003: 43)

To determine the size effect of the treatment, the following formula was used:

$$ES = t \sqrt{\frac{1}{N}}$$

Note:

ES = Effect Size

t = the result of the t-test

N = Number of student

The result categorized as follows:

Table 3
Table of Qualification

Effects Size	Qualification
$Es \leq 0.2$	Low
$0.2 \leq Es \leq 0.8$	Moderate
$Es \geq 0.8$	High

In this research, the writer sets some steps as follows:

Observing

The writer observed the class that will be taken as the sample. The writer applied this technique to the seventh grade students of SMPN 4 Ketapang as a pre-experimental class. The writer was interested to take this class because according to the teacher's report they categorize into low to middle on mastering English.

Administering the Pre-test

Pre-test would be administered before giving the treatment to the students. It is aim to know the students' speaking condition. The pre-test was held on January 25th, 2014. In pre-test, the researcher administered the same item that would be used in post-test. Every student asked to answer the question orally in front of the class. Here, the treatment Snake and Ladder game had not done yet. After that, the writer recorded the students' performance. The recordings was analyzed.

Applied the treatment

The treatment was held in twice. The first treatment was held on January 30th, 2014. In the first treatment, the students were guided to know more on the structure of procedure text so that the students could determine important points of a procedure text. Because of time limitation, the first treatment was continued on February 15th, 2014. Here, the students learnt the language features of a procedure text. The second treatment was held on Feruary 20th, 2014. In the second treatment, the students were guided to know more on the structure of descriptive text so that the students could

determine important points of a descriptive text. Because of time limitation again, the second treatment was continued on February 22th, 2014.

Administering the post-test

The post-test was held on February 27th, 2014. The test was used in post-test is the same test used in pre-test. In post-test, the students were asked to answer orally the question in front of the class. The students' performance was recorded then analyzed.

Analyzing the result of the pre-test and post-test

The analysis of the result of pre-test and post-test is conducted to answer the problem of the research.

FINDINGS AND DISCUSSION

Findings

Before the writer gave the treatments, the writer administered the pre-test to the students to know the students' prior ability in speaking. The writer asked the students to speak orally in English individually in front of the class. Some students could not complete their speech even some students straightforwardly avoided the test. After the data were analyzed, it showed that the lowest score was 30 and the highest score was 100.

After giving the students pre-test, the writer introduced a technique to improve their speaking ability. The technique was Snake and Ladder game. It was done in two times. After doing the treatment, the writer gave the students post-test. The writer wanted to know the students' speaking improvement by using Snake and Ladder game. The rules were used of the post-test as same as the pre-test.

$$MD = Me_2 - Me_1$$

$$= \frac{\sum x_2}{n} - \frac{\sum x_1}{n}$$

$$= \frac{1118}{15} - \frac{770}{15}$$

$$= 74,53 - 51,33 = 23,20$$

After the data were analyzed, it showed that the lowest score was 58 and the highest score was 100. *The Students' interval scores between pre-test and post-test was 23.20.* After the students' mean score were computed, then the computation of students' "t" test was needed. The students' "t" test was 5.74.

$$t = \frac{MD}{\sqrt{\sum d^2 - \frac{(\sum d)^2}{n}} \cdot \frac{1}{n(n-1)}}$$

$$t = \frac{23,20}{\sqrt{11518 - \frac{(348)^2}{15}} \cdot \frac{1}{15(15-1)}}$$

$$t = \frac{23,20}{\sqrt{16,4}} = 5,74$$

The effect size was categorized high because $ES \ 1.49 > 0.8$.

$$ES = t \sqrt{\frac{1}{N}}$$

$$ES = 5,74 \sqrt{\frac{1}{15}}$$

$$ES = 1,49$$

There are some strengths of using snake and ladder game on teaching speaking in the classroom, they are as follows: Snakes and Ladders game increased the students' motivation in practicing speaking. Snakes and Ladders game makes the students become active at the time of teaching and learning activities in the classroom. Besides giving the positive impact on students' academic intelligence, The Snakes and Ladders game also give the positive impact on students' social intelligence that the students becomes good in team work.

According to the research conducted, there are some weaknesses of using Snake and Ladder game in the classroom, they are as follows: Snake and Ladder game takes much time. The students sometimes were not serious in playing the game if the teacher did not supervise them carefully. Using The Snakes and Ladders game in teaching speaking makes the class become noisy and could disturb the teaching learning process to another class.

Discussion

From the research finding, the researcher can conclude that the students' achievement in speaking improved. In pre-test, the mean score of the students' achievement was 51.33. After two times treatments were given by the researcher before the post-test was given, the significant difference between pre-test and post-

test was resulted. In post-test, the mean score of the students in post-test was 74.53. This progress showed that teaching speaking by using snake and ladder game was successful in improving students' achievement. The improvement of the achievement was considered an effect of the treatment. The treatment in this research is the use of snake and ladder game in teaching speaking. As a result, treatment that was done by the researcher in this research showed a significant positive effect to students' ability in speaking to seventh grade students of SMP Negeri 4 Ketapang in academic year 2013/2014.

The research was conducted within three weeks. Each week consisted of two meetings. At the first meeting, the writer introduced self as the temporary teacher and introduced the technique would be applied in teaching speaking. Before introducing the technique, the writer asked the students about the material and the technique used by the previous teacher in teaching learning process. There is no technique the teacher used besides the students write down the materials and exercises.

In the second meeting, the teacher gave the students pre-test. Some students could not answer the given questions at all. Even some students straightforwardly avoided the test. After the pre-test session was completed, the teacher gave the students the material that is about the procedure text. In presenting the material, the teacher gave the task to the students. Due to time, the task was discussed at the following meeting.

In the third meeting, before starting applying the Snake and Ladder game, the teacher first checked the task that was given to the students in the previous meeting. Most of students did not complete the task. Teacher then applied the Snake and Ladder game. There were four groups of students. Some groups played, following the procedures and some of them were not serious when the teacher was not supervise them. From this activity, all students took an active role in the learning process. Having completed the Snake and Ladder game, teacher gave the students homework based on the material was presented and would be discussed in the next meeting.

In the fourth meeting, the teacher gave new material about descriptive text to the students. All students orderly followed the teaching and learning process even when the teacher checked the homework given in the previous meeting, most of students finished the homework.

In the fifth meeting, the teacher again applied the Snake and Ladder game. There were still some students less serious in playing the game when the teacher was not monitoring them, even sometimes become noisy and disturbed the another class. After finishing the Snake and Ladder game, the teacher gave the post-test to every students. There were 21 students in the class seventh C but at the post-test there are only 20 students attended the test. This did not affect to the process of the post-test and all the students completed the test even one student who avoided having the pre-test given at the beginning of learning, come to the teacher on his own wish to ask the test before the teacher called his name.

In the end of the lesson, the teacher asked the students impression during the learning process takes place. The students felt happy applying of the Snake and

Ladder game and became more active and motivated in following the teaching and learning process.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings, the conclusion of this research can be described as follows: The use of Snake and Ladder game is effective since there is a significant improvement on students' speaking performance, and the effectiveness is categorized high. The Snake and Ladder game has the strengths and weaknesses. One of the strength of Snake and Ladder game is it motivates students in practice speaking. One of the weaknesses of Snake and Ladder game is it takes much time. However, it is still considered highly effective to be used in teaching speaking to seventh grade students of SMP N 4 Ketapang in academic year 2013/2014.

Suggestions

By looking at the research finding and what happened during the research, these are some suggestions that the writer would like to expose to improve the teaching learning process, especially in teaching speaking. The suggestions can be described as follows: The writer recommends to use the Snakes and Ladders game as the media to improve the students' speaking ability due the Snakes and Ladders game capable of making students active in speaking. The teacher should create a good atmosphere and interesting materials to motivate the students to learn. Good motivation and media can make the students joyful and interested in learning. During applying The Snakes and Ladders game, teacher should carefully supervise the students well so that all the students play the game well based on the game's procedure.

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